

Changes to slides since Webinar

■ CSIP Requirements - Question 5

Original Wording

5. Which, if any, elementary buildings have fewer than 85% of students meeting benchmark? Check all that apply: (Public district and Nonpublic using TIER)

- ☐ List of elementary buildings for each district will be provided

Revised Wording

5. Which, if any, of your elementary attendance centers with a third grade have more of students not meeting benchmark? Iowa Code 279.68 Check all that apply: (Public district and Nonpublic using TIER (Optional))

- ☐ List of elementary buildings for each district will be provided

Differentiated Accountability 2016-17

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Consolidated Accountability and Support Application

Goals for Today

- Understand that the Consolidated Accountability and Support Application (CASA) is replacing the C-Plan and other compliance reporting applications
- Have time to ask questions



Consolidated Accountability and Support Application

What is CASA?

CASA is a one-stop shop for compliance information in all areas:

- Ch. 12 general accreditation
- Federal requirements, including Title programs and IDEA
- Comprehensive improvement plans (schools and AEAs)
- Desk audits

CASA replaces the C-Plan

Why are we making this change?

Reduces the number of sources of information

Reduces burden on districts and consultants

Creates a single place to enter plans for improvement

Decreases room for error

Enables streamlined reporting of basic information for differentiated accountability

What is in CASA for 2016-2017?

Assurances

Lau Plan

An abbreviated CSIP

- Mentoring and Induction Plans
- TAG Plans

Assurances

C-Plan	CASA	Notes
Assurances - 106	Assurances - 59	<i>Districts and schools will complete assurances. Assurances will be organized into categories.</i> <u>Assurances - Printable Copy</u>

Lau Plan

C-Plan	CASA	Notes
Lau Plan upload included in CSIP	Lau Plan is a stand-alone requirement	<i>A new upload is required annually as the Lau Plan is to be a living document driven by program evaluation and student outcomes.</i> <u><i>Required Template for Lau Plan</i></u>

Comprehensive School Improvement Plan (CSIP)

C-Plan	CASA	Notes
Comprehensive School Improvement Plan (CSIP)	Comprehensive School Improvement Plan (CSIP)	<i>An abbreviated Comprehensive School Improvement Plan (CSIP) has been developed as changes in Federal law and the state assessment in Iowa are finalized. Note: Although the district/school should write additional learning goals to address needs in math, science, and locally determined indicators, this abbreviated CSIP will focus on PK-6 literacy goals. Printable Copy of Questions</i>

CSIP Requirements

Collect and Analyze Data

1. The district/school involved the following groups in assessing student educational needs. (Check all that apply) Iowa Code 256.7(21)(a) (Public and Nonpublic)

- ☐ Community Survey
- ☐ Community/School Focus Group
- ☐ School Board
- ☐ School Improvement Advisory Committee
- ☐ District Leadership Team (including teachers)
- ☐ Other - Limited to 50 characters option to add additional "others"

2. The district/school shared the following with the above named groups to determine educational need. (Check all that apply) Iowa Code 256.7(21)(c), 280.28(7), 279.68(4)(a) (Public and Nonpublic)

- ☐ Attendance rate
- ☐ Bullying/harassment data
- ☐ Data disaggregated by subgroups
- ☐ Dropout rate
- ☐ Graduation rate
- ☐ Results of Iowa Assessments
- ☐ Results of early literacy assessment
- ☐ Results of multiple assessment measures
- ☐ Other - Limited to 50 characters option to add additional "others"

CSIP Requirements

To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading. Iowa Code 279.68

Use the [Universal Instruction Protocol](#) and the Percent of Students Meeting Benchmark (Spring 2016) summary report in Iowa TIER with your building leadership teams. Answer the following questions:

3. Which grade has the lowest percent of students at benchmark? Choose one: (Public district and Nonpublic using TIER)

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | |

4. Which subgroup has the lowest percent of students at benchmark? Choose one: (Public district and Nonpublic using TIER)

- | | | | |
|----------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------|--|
| <input type="checkbox"/> ELL | | | |
| <input type="checkbox"/> American Indian/ Alaskan Native | <input type="checkbox"/> Asian | <input type="checkbox"/> Multi-Racial | |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | |

5. Which, if any, of your elementary attendance centers with a third grade have more than 15% of students not meeting benchmark? Iowa Code 279.68 Check all that apply: (Public district and Nonpublic using TIER (Optional))

- ☐ List of elementary buildings for each district will be provided

CSIP Requirements

Goal Setting

6. A review of progress on previous long-range goals, progress on previous annual improvement reading goals and current reading data, the district/school has identified the following measurable long range goal in PK-6 reading (literacy). Iowa Code 256.7(21)(a) (Public and Nonpublic)

By the year of students in grades through will be at or above on the assessment.

Annotations: drop down menu - year, drop down menu - grade, drop down menu – name of assessment, numeric entry, drop down menu – proficient or benchmark

User will be able to add additional rows as shown above to accommodate multiple goals.

7. The district/school elementary annual reading goal to align with the long-range goal and based on current reading (literacy) data. Iowa Code 256.7(21)(a), 256.7(21)(b)(4) (Public and Nonpublic)

In the spring of 2016, of students in grades through were at or above on the assessment.
By the spring of 2017, We will increase that percentage to

Annotations: numeric entry, drop down menu - grade, drop down menu - assessment, numeric entry, drop down menu – proficient or benchmark

User will be able to add additional rows as shown above to accommodate multiple goals.

CSIP Requirements

Actions to Accomplish Annual and Long-range Goals

8.. What teacher professional development is needed and planned within the next few years to increase the likelihood of the district/school attaining literacy goal(s)? IAC 281-12.7(2)(a), 281-12.7(1)(a) Check all that apply: (Public and Nonpublic)

- ☐ Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)).
- ☐ The district/school will develop and implement a professional development plan to operationalize and align instructional practices and materials to the Iowa Core, including the foundational skills in early literacy
- ☐ The district/school will develop and implement a professional development plan to understand the role of fluency and/or screening data in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Assessment System Protocol and Assessment System Facilitation Guide.
- ☐ The district/school will develop and implement a professional development plan to understand the role of universal tier practices in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Universal Instruction Protocol and Universal Instruction Facilitation Guide.
- ☐ The district/school will develop and implement a professional development plan to study and implement best practices in responding to PreK-6 literacy progress monitoring data with a focus on intensifying interventions when data suggest a need.
- ☐ The district/school will develop and implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy.
- ☐ Other – Limited to 500 characters

CSIP Requirements

Actions to Accomplish Annual and Long-range Goals

9. What research-based actions does the district/school have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in elementary reading? IAC 281.12.8(1)(d) Check all that apply: (Public and Nonpublic)
- ☐ Staff are/have worked through the Assessment Facilitation Guide to increase assessment, progress monitoring, and data-based decision-making practices for literacy instruction.
 - ☐ Staff are/have worked through the Universal Instruction Facilitation Guide, specific to Class Wide Intervention and Instructional Time, to improve literacy Universal Tier practices (identify problems of practice, identify and prioritize barriers, remove barriers).
 - ☐ Staff are/have applied the Assessment System Protocol and Universal Instruction Protocol in a collaborative inquiry fashion.
 - ☐ Staff are/have followed the Universal Instruction protocol at leadership team meetings and collaboratively with teachers to identify actions related to Consensus, Class Wide Intervention, Instructional Time and 1-2 additional building blocks for the purpose of action planning to improve literacy instruction.
 - ☐ Staff utilize the external and internal coaching structure to develop and implement a Multi-Tiered System of Supports (MTSS), including common definition, guiding principles, leadership team formation and roles, and regularly scheduled and structured data analysis for literacy.
 - ☐ Staff are/have worked to increase parent engagement through community partners, e.g. teaching parents literacy strategies to use at home.
 - ☐ Other - Limited to 500 characters

CSIP Requirements

Actions to Accomplish Annual and Long-range Goals

10. What research-based actions does the district have in place to address the needs of students at-risk of not progressing in literacy? Iowa Code 256D.1(1)(b)(2), 279.68 Check all that apply: (Public only)

- ☐ Small group instruction
- ☐ Reduced teacher-student ratios
- ☐ More frequent progress monitoring
- ☐ Extended school day, week or year
- ☐ Summer reading program
- ☐ Collaborating with community partners

Other - Limited to 50 characters with option to add additional "others"

CSIP Requirements

Evaluation

11. How will the improvement of instructional practices be evaluated? Iowa Code 284.6(1)(d) Check all that apply: (Public Only)

- ☐ Administrative walk through to observe instructional practices in classroom
- ☐ Peer review
- ☐ Professional collaboration agenda/discussions
- ☐ Other - Limited to 100 characters with option to add additional “others”

12. How will student achievement gains be monitored? Iowa Code 284.6(1)(d) Check all that apply: (Public Only)

- ☐ A review of universal screening data after each screening window (3x year)
- ☐ Review of progress monitoring indicator weekly
- ☐ Review of student intervention and progress monitoring every 4-6 data points
- ☐ Other - Limited to 100 characters option with to add additional “others”

CSIP Requirements

Online Learning

13. Does your district/school offer any online courses? Iowa Code 256.42(4) (Public and Nonpublic) If yes

13a. Online courses are offered for the following purposes. Check all that apply:

- ☐ Advanced Placement (AP) courses
- ☐ Concurrent enrollment
- ☐ Credit recovery
- ☐ Expanded course opportunities
- ☐ Post-Secondary Enrollment Options (PSEO)

13b. Check the online provider(s) utilized by the district: Choose one.

- ☐ Apex Learning
- ☐ Aventa Learning
- ☐ E-Dynamic Learning
- ☐ Edgenuity/E2020
- ☐ Edison Learning
- ☐ Edmentum/Plato Learning
- ☐ Florida Virtual School/FLVS Global
- ☐ Fuel Education/K12 Inc.
- ☐ Iowa Learning Online (ILO)
- ☐ Middlebury Interactive
- ☐ Odysseyware
- ☐ Pearson/Connections Learning
- ☐ Other - Limited to 50 characters with option to add additional "others"

Mentoring and Induction Plans

C-Plan	CASA	Notes
None	Mentoring and Induction Plans (Beginning teachers and administrators) are required components of the CSIP	<i>Mentoring and induction plans for beginning teachers and administrators will be uploaded. Beginning teacher program plans should reflect changes created through TLC implementation. Beginning administrator program plans should reflect either the use of the SAI plan or a district developed plan.</i> <u><i>Required Template - Teacher</i></u> <u><i>Required Template - Administrator if not using SAI</i></u>

Talented and Gifted Plan

C-Plan	CASA	Notes
None	TAG Plan (Talented and gifted) is a required component of the CSIP	<i>Districts will upload their talented and gifted plan and a required cover sheet.</i> <u>Required Cover Sheet</u> <u>Talented and Gifted Plan Requirements</u>

CSIP Requirements

Mentoring & Induction Plans (Public District Only)

14. Section 284.5(3) requires that districts include its plan in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21.

Induction Plan for Beginning School Administrators. Choose One:

- ☐ The school district uses the School Administrators of Iowa (SAI) mentoring and induction plan for beginning school administrators.
- ☐ The district has created and implemented a mentoring and induction plan for beginning school administrators.
 - The plan was created and/or revised on (Enter Date)
 - Upload the Plan ([Required Template](#))

Induction Plan for Beginning School Teachers

- ☐ The district has created and implemented a mentoring and induction plan for beginning school teachers.
 - The plan was created and/or revised on (Enter Date)
 - Upload the Plan ([Required Template](#))

Talented and Gifted Plans (Public District Only)

15. Program plans shall be part of the school improvement plan submitted pursuant to section 256.7, subsection 21, paragraph "a."

- ☐ The district has created and implemented a plan for talented and gifted students.
 - The plan was created and/or revised on (Enter Date)
 - Upload the Required Cover Sheet ([Required Template](#))
 - Upload the Plan ([Plan Requirements](#))

What is NOT in CASA for 2016-2017?

District and AEA APRs

Many former CSIP questions

District-Developed Service Delivery Plan (DDSDP)

SINA/DINA plans

Annual Progress Report (APR)

C-Plan	CASA	Notes
Annual Progress Report (APR)	Annual Progress Report (APR). Not required this year, but will be in the future.	<i>Districts and schools should report to their communities, but are not expected to submit information to the DE in September 2016. As the State transitions to ESSA requirements, a revised APR will be developed.</i>

District Developed Service Delivery Plan (DDSDP)

C-Plan	CASA	Notes
DDSDP	Not Included	<i>Districts are still required to have a service delivery plan renewed every five years, but the state is no longer requesting this plan as a component of state reporting.</i>

AEA APR

C-Plan	CASA	Notes
AEA APR	None	<i>The AEA APR is not currently part of CASA, but will be programmed into CASA along with the self-assessment and comprehensive improvement plan. This will be done in alignment with Differentiated Accountability and ESSA.</i>

SINA/DINA Plans

C-Plan	CASA	Notes
SINA/DINA Plans	None	<i>SINA/DINA plans in C-Plan will be available for review, but not for updating. A text box will be available in the Title I Application to note changes to plan.</i>

What will be in CASA in the future?

AEA APR, Self-Assessment, and CIP

Pre-K Desk Audit (this will replace Early Childhood Reporting)

K-12 Desk Audit

AEA Desk Audit

Additional Plans and Assurances Required by ESSA

APR as required by ESSA

Timeline and Deadlines

CASA will be up and running for the CSIP submission by August 15

The deadline of September 15 for the CSIP remains in Iowa Code

- Mentoring and Talented and Gifted Plan uploads are required for submission

The deadline for submission of the Lau Plan is September 15

The closing dates are not different from previous years, but the application is shorter and more efficient. We will help you if you have any difficulty.

(Plan is designed to be completed in less than a day)

Access Information

Superintendents and chief nonpublic administrators will automatically be granted access to the CASA system and do not need to request access

All other users must request access to the application which is accessed through the Education Portal. Users will be able to request access to CASA through the Portal in July. Information will be posted to the [CASA](#) page of our website.

Users must have and [A&A account](#). Please set up an account if you do not already have one.

Additional Resources and Templates

Additional information and required templates for the Lau, Mentoring and Induction and Talented and Gifted plans are available on the [CASA](#) page of our website

Printable copies of the CSIP questions and Assurances are also available on the [CASA](#) page of our website

If you have any difficulty using the system or submitting information, don't worry - we will help!

- Meredith MacQuigg, meredith.macquigg@iowa.gov, 515-494-5610

How does the CASA system work for you?

We will ask you in late September and make adjustments based on your feedback. Look for a user survey!





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